

# **BLOOMINGDALE PUBLIC SCHOOLS**

## **HEALTH Grade 4**

**Adapted from:**

New Jersey Student Learning Standards  
2020 Comprehensive Health & Physical Education Standards

**Approval Date:**

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# **BLOOMINGDALE PUBLIC SCHOOLS**

## **Health Curriculum**

### **GRADE 4**

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#### **I. OVERVIEW**

The K-4 Health curriculum is designed to develop the student's understanding of good health practices. Concepts are introduced at early grade levels. These concepts are expanded and enhanced as students progress through the grades, leading to a comprehensive understanding of the reasons for healthy living, and approaches to optimum health.

#### **II. RATIONALE**

Health is a state of physical, mental, and social well-being, not merely the absence of disease. Health is dynamic and always changing. It is influenced by one's heredity, environment and personal care. The health education program is aimed at favorably influencing knowledge, attitudes and practices relating to the individual, family and community. In our program we will attempt to take scientific facts and incorporate them into meaningful and understandable practices to provide healthful living. In addition, we strongly emphasize prevention measures to maintain one's optimum mental and physical health. This course is an integration of problem-solving skills, decision-making, critical thinking, communication and literacy as they apply to real-life situations for the students' mental, physical and social well-being. The curriculum addresses questions that children this age have, using very basic, age-appropriate information and delivery.

#### **III. AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

Bloomington Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

#### **IV. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above-named course:

- STANDARD 2.3.5.PS.1 Develop strategies to reduce the risk of injuries at home, school, and in the community.
- STANDARD 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- STANDARD 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

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- STANDARD 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- STANDARD 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
- STANDARD 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
- STANDARD 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- STANDARD 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- STANDARD 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- STANDARD 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
- STANDARD 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- STANDARD 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).
- STANDARD 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
- STANDARD 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the Community.
- STANDARD 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- STANDARD 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- STANDARD 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

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- STANDARD 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- STANDARD 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- STANDARD 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- STANDARD 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- STANDARD 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- STANDARD 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- STANDARD 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
- STANDARD 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- STANDARD 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- STANDARD 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- STANDARD 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

#### **V. Links to NEW JERSEY STUDENT LEARNING STANDARDS**

- [Visual and Performing Arts](#)
- [English Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)
- [Technology](#)

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- 21st Century Life and Careers

#### **VI. INTEGRATED ACCOMMODATIONS AND MODIFICATIONS**

**Students with IEPs, 504s, and/or Students at Risk of Failure** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

**Gifted & Talented Students** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

**English Language Learners** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

#### **VII. 21ST CENTURY THEMES & SKILLS**

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

#### **VIII. CURRICULUM ADDENDA FOR SPECIAL EDUCATION**

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a

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supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

#### **IV. CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS**

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

#### **SCOPE AND SEQUENCE**

##### *(Pacing Guide)*

<b>Unit of Study</b>	<b>Estimated Time</b>
Personal Growth, Development, Nutrition	3 weeks
Interpersonal Communication, Decision Making, Goal Setting, Character Development & Advocacy	3 weeks
Diseases, Healthy Conditions & Social Emotional Health	3 weeks
Community Health Services, Medicines & Alcohol, Tobacco & other Drugs	3 Weeks
Relationships & Puberty	3 Weeks

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#### UNIT 1

#### *Personal Growth, Development & Nutrition*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Health is influenced by the interaction of body systems.
- Puberty is a time of physical, social, and emotional changes.
- Understanding the principles of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition related decisions that will contribute to wellness

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- STANDARD 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- STANDARD 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- STANDARD 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
- STANDARD 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)

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- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy

9.2: Career Awareness,

9.3: Career and Technical Education



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None Applicable	<b>Exploration &amp; Preparation, and Training</b>  None Applicable	None Applicable
<b>TECHNOLOGY STANDARDS</b>		
<b>8.1: Computer Science</b> None Applicable	<b>8.2 Design Thinking</b> None Applicable	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● Health is influenced by the interaction of body systems.</li> <li>● Puberty is a time of physical, social, and emotional changes.</li> <li>● Understanding the principles of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition related decisions that will contribute to wellness</li> </ul>	<ul style="list-style-type: none"> <li>● What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>● What factors influence optimal growth and development?</li> <li>● What makes food healthy?</li> <li>● Why does it matter what I eat and do?</li> <li>● What is puberty from a clinical perspective?</li> </ul>	
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>		
<ul style="list-style-type: none"> <li>▪ Identify potential consequences (especially unforeseen) of our choices in terms of wellness</li> <li>▪ Determine factors that influence optimal growth and development</li> <li>▪ Explore the impact of eating a health and balance diet</li> <li>▪ Have a general understanding of puberty and its impact on the body</li> </ul>		
<b>SUGGESTED ACTIVITIES</b>		
<ul style="list-style-type: none"> <li>● Input information to a class-prepared spreadsheet regarding physical, social and emotional health</li> <li>● From the information gathered, synthesize why all of these aspects of health contribute to wellness</li> <li>● Record information in a health journal</li> <li>● Work in small groups: choose a particular body system, i.e., skeletal, muscular, digestive, circulatory, respiratory or nervous. - The groups will collect information, create, illustrate and report on how that particular body system impacts health and what a person must do to maintain health</li> <li>● Collect information, create, illustrate and report on growth and development</li> <li>● Be given four sample lunch menus to analyze</li> <li>● Determine the food groups represented in the meals and rate the meals as healthful or unhealthful, fill in the information on a prepared, computer-generated template</li> <li>● Cite reasons for their decision</li> <li>● Divide into groups to analyze examples of different food products</li> </ul>		

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- Classify and identify the following factors: food group, food source, nutritional content and nutritional value
- Analyze food labels

#### EVIDENCE OF LEARNING

##### Formative Assessments:

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons
- Student projects
- Group discussion
- Writing Prompts

##### Summative Assessment:

- Journal Responses:
- Observation Checklists:
- In-Class Assignments:
- Anecdotal Records:
- Class Participation:

##### Benchmark Assessment:

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons

##### Alternative Assessments:

- Providing/developed as necessary for students opting out of unit.

#### SAMPLE RESOURCES

##### Websites

[www.cdc.gov](http://www.cdc.gov)  
[www.nj.gov/education/standards/chp/](http://www.nj.gov/education/standards/chp/)  
[www.nps.k12.nj.us](http://www.nps.k12.nj.us)  
<https://www.nj.gov/agriculture/>  
[www.dole5aday.com](http://www.dole5aday.com)  
[www.kidshealth.org](http://www.kidshealth.org)  
<https://www.harmonysel.org/>  
<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

##### Special Education:

Provide modified notes and access to extra copies online  
Provide oral reminders and check student work during independent work time  
Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork  
Extended time as needed  
Provide graphic organizers and study guides

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#### **English Learners:**

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

#### **At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers

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#### UNIT 2

*Diseases and Health Conditions, Personal Safety & Social Emotional Health*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- These are actions that individuals can take to help prevent diseases and stay healthy.
- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.
- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- Families shape the way we think about our bodies, our health and our behaviors.
- People have relationships with others in the local community and beyond.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- STANDARD 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
- STANDARD 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- STANDARD 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- STANDARD 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
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- STANDARD 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the Community.
- STANDARD 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

#### INTERDISCIPLINARY CONNECTIONS

##### English Language Arts (Students K-12 Anchor Standards)

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

##### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

##### Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

##### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

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- 9.4.5.TL.5: Collaborate digitally to produce an artifact
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

#### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

#### 9.1: Personal Financial Literacy

None Applicable

#### 9.2: Career Awareness, Exploration & Preparation, and Training

None Applicable

#### 9.3: Career and Technical Education

None Applicable

#### TECHNOLOGY STANDARDS

#### 8.1: Computer Science

None Applicable

#### 8.2 Design Thinking

None Applicable

#### ENDURING UNDERSTANDINGS

- These are actions that individuals can take to help prevent diseases and stay healthy.
- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel

#### ESSENTIAL QUESTIONS

- To what extent can we keep ourselves disease free?
- How do personal health choices impact our own health, as well as the health of others?
- Why does safety matter?
- How can I learn to like myself and others?

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uncomfortable or find themselves in unsafe situations.

- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- Families shape the way we think about our bodies, our health and our behaviors.
- People have relationships with others in the local community and beyond.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.

#### STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

- Explore ways to keep ourselves disease free
- Explore ways our personal health choices impact our own health, as well as the health of others
- Explore the concept of safety in everyday life
- Explore oneself and interactions with others

#### SUGGESTED ACTIVITIES

- Write a paragraph describing why early detection of a disease, i.e., cold, will improve the student's overall health, and record in journal
- Brainstorm actions and conditions that might contribute to a food-borne illness
- Following the activity and discussion, write a paragraph illustrating actions that can be taken to prevent a food-borne illness and record in journal
- Brainstorm in small groups, then using a prepared template on the computer, fill in a myth and fact chart about mental illness
- Choose three minor injuries from the safety/first aid lesson and list the first aid steps for treating each injury
- Work in small groups to role-play teacher-generated scenarios dealing with strangers, acquaintances and trusted adults
- Discuss the various forms of above and ways to get help
- Generate a list of unsafe behaviors in the classroom and then generalize to outside

#### EVIDENCE OF LEARNING

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## Health Curriculum

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<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>● Informal methods of assessment for teachers</li><li>● Growth Mindset Strategies</li><li>● Whole Group Lessons</li><li>● Small Group Lessons</li><li>● Student projects</li><li>● Group discussion</li><li>● Writing Prompts</li></ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"><li>● Journal Responses:</li><li>● Observation Checklists:</li><li>● In-Class Assignments:</li><li>● Anecdotal Records:</li><li>● Class Participation:</li></ul>
<b>Benchmark Assessment:</b> <ul style="list-style-type: none"><li>● Informal methods of assessment for teachers</li><li>● Growth Mindset Strategies</li><li>● Whole Group Lessons</li><li>● Small Group Lessons</li></ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"><li>● Providing/developed as necessary for students opting out of unit.</li></ul>

#### SAMPLE RESOURCES

##### Websites

[www.cdc.gov](http://www.cdc.gov)  
[www.nj.gov/education/standards/chp/](http://www.nj.gov/education/standards/chp/)  
[www.nps.k12.nj.us](http://www.nps.k12.nj.us)  
<https://www.nj.gov/agriculture/>  
[www.dole5aday.com](http://www.dole5aday.com)  
[www.kidshealth.org](http://www.kidshealth.org)  
<https://www.harmonysel.org/>  
<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

##### Special Education:

Provide modified notes and access to extra copies online  
Provide oral reminders and check student work during independent work time  
Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork  
Extended time as needed  
Provide graphic organizers and study guides

##### English Learners:

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)



# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 4

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Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with a English-speaking peer

#### **At Risk of Failure:**

Check and sign assignment planner

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 4

#### UNIT 3

*Decision Making, Goal Setting, Character Development & Advocacy*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Decision-making can be affected by a variety of influences that may not be in a person's best interest.
- Developing and implementing a plan increases the likelihood of reaching those goals.
- Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.
- Character is who you are when no one is looking.
- Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- STANDARD 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
- STANDARD 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- STANDARD 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- STANDARD 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 4

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 4

3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

**9.1: Personal Financial Literacy**

None Applicable

**9.2: Career Awareness, Exploration & Preparation, and Training**

None Applicable

**9.3: Career and Technical Education**

None Applicable

#### TECHNOLOGY STANDARDS

**8.1: Computer Science**

None Applicable

**8.2 Design Thinking**

None Applicable

#### ENDURING UNDERSTANDINGS

- Decision-making can be affected by a variety of influences that may not be in a person's best interest.
- Developing and implementing a plan increases the likelihood of reaching those goals.
- Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.
- Character is who you are when no one is looking.
- Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.

#### ESSENTIAL QUESTIONS

- How do we develop healthy behavior?
- What should I plan for in order to achieve lifetime health and wellness?
- How are character and health related?
- To what extent do outside influences shape values?
- How can you inspire others to address health issues?

#### STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

- Identify ways to develop healthy behavior
- Explain how character and health are related?
- Identify ways in which outside influences *can possibly* shape values?
- Inspire others to address health issues and global issues

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 4

SUGGESTED ACTIVITIES	
<ul style="list-style-type: none"> <li>Brainstorm real-life decisions faced by students their age</li> <li>Select one problem from the list and attempt to solve it outlining each step of the problem-solving/decision-making model</li> <li>Work in small groups to brainstorm four situations that require a decision concerning two health and two safety situations</li> <li>As a class, develop a class list filling in a computer-generated chart template with class-agreed upon decisions</li> <li>Use the resources of the Media Center to investigate how family, peers, technology, culture and the media influence health-related discussions</li> <li>Create a list of heroes. Working in small groups, create a list of character traits for each of their heroes. During a class discussion, brainstorm how each of their heroes impact individual and group goals and success</li> <li>Generate a chart listing negative and positive attitudes and/or assumptions individuals may have toward individuals who are different or exhibit disabilities</li> <li>Give examples of disabled people in history who have made contributions to society in various ways (Stephen Hawking, FDR, Helen Keller, etc), or ask students to pull a biography from the media center about historical individuals with disabilities for silent reading and reporting out.</li> <li>Consider visiting a nursing home giving each of the residents a "Thinking of You" card, or plan to deliver these cards, or choose a grandparent or family member for this activity.</li> <li>Brainstorm projects the class could organize that would positively impact others, make a plan and complete the plan (i.e., feeding the hungry: collect canned goods and distribute to soup kitchens)</li> </ul>	
EVIDENCE OF LEARNING	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Informal methods of assessment for teachers</li> <li>Growth Mindset Strategies</li> <li>Whole Group Lessons</li> <li>Small Group Lessons</li> <li>Student projects</li> <li>Group discussion</li> <li>Writing Prompts</li> </ul>	<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>Journal Responses:</li> <li>Observation Checklists:</li> <li>In-Class Assignments:</li> <li>Anecdotal Records:</li> <li>Class Participation:</li> </ul>
<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Informal methods of assessment for teachers</li> <li>Growth Mindset Strategies</li> <li>Whole Group Lessons</li> <li>Small Group Lessons</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Providing/developed as necessary for students opting out of unit.</li> </ul>
SAMPLE RESOURCES	
<p><b>Websites</b></p>	

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## Health Curriculum

### GRADE 4

[www.cdc.gov](http://www.cdc.gov)  
[www.nj.gov/education/standards/chp/](http://www.nj.gov/education/standards/chp/)  
[www.nps.k12.nj.us](http://www.nps.k12.nj.us)  
<https://www.nj.gov/agriculture/>  
[www.dole5aday.com](http://www.dole5aday.com)  
[www.kidshealth.org](http://www.kidshealth.org)  
<https://www.harmonysel.org/>  
<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

##### **Special Education:**

Provide modified notes and access to extra copies online  
Provide oral reminders and check student work during independent work time  
Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork  
Extended time as needed  
Provide graphic organizers and study guides

##### **English Learners:**

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

##### **At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

# **BLOOMINGDALE PUBLIC SCHOOLS**

## **Health Curriculum**

### **GRADE 4**

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#### **Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 4

#### UNIT 4

*Community Health Services, Medicines, Alcohol, Tobacco & Other Drugs*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.
- Medicines must be used correctly in order to be safe and have the maximum benefit.
- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.
- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.
- The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
- STANDARD 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- STANDARD 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- STANDARD 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- STANDARD 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)



# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 4

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
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- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 4

2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

<b>9.1: Personal Financial Literacy</b>	<b>9.2: Career Awareness, Exploration &amp; Preparation, and Training</b>	<b>9.3: Career and Technical Education</b>
None Applicable	None Applicable	None Applicable

<b>TECHNOLOGY STANDARDS</b>
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<b>8.1: Computer Science</b> None Applicable	<b>8.2 Design Thinking</b> None Applicable
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<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
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<ul style="list-style-type: none"> <li>● Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</li> <li>● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</li> <li>● Medicines must be used correctly in order to be safe and have the maximum benefit.</li> <li>● The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</li> <li>● Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.</li> <li>● The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</li> <li>● The use/abuse of alcohol, tobacco, and drugs can have unintended</li> </ul>	<ul style="list-style-type: none"> <li>● Where do I access accurate information about health and fitness services?</li> <li>● How do I determine whether or not a medication will be effective?</li> <li>● Why do people use and abuse alcohol, tobacco and other drugs despite warning about the dangers to self and others?</li> <li>● Why do some individuals become an addict and others do not?</li> </ul>
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# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 4

consequences but there are resources available for individuals and others affected by these situations.	
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>	
<ul style="list-style-type: none"><li>▪ Identify ways to access accurate information about health and fitness services.</li><li>▪ Determine whether or not a medication will be effective.</li><li>▪ Explore why people use and abuse alcohol, tobacco and other drugs despite warning about the dangers to self and others.</li><li>▪ Identify why some individuals become an addict and others do not.</li><li>▪ Identify ways to get help should one become addicted to a drug/substance.</li></ul>	
<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"><li>● Work in small groups to explore the various sources in order to generate a chart illustrating health services and resources in the community</li><li>● Chart should include why, what, where and other reasons or information that would be important to explaining their purpose</li><li>● Include how they would seek help when experiencing a health problem</li><li>● Investigate the warning labels on medicine bottles and explore empty, clean, prescription bottles</li><li>● Working in small groups, answer a series of questions relating to the safe use of prescription drugs by the teacher</li><li>● Discuss their answers and develop a safe prescription drug use fact sheet to bring home</li><li>● Working in small groups, select a topic, write a commercial telling the harmful effects of abusing a drug, present the commercial to the class</li><li>● Discuss how substances, not normally considered drugs, can cause serious short and long-term effects</li><li>● Write a letter to a younger student warning them of the dangers of poisons and medicines in their home and outline suggestions to improve household safety.</li><li>● Design an ad against cigarettes and exposure to second-hand smoke</li><li>● Work in small groups and explore print ads investigating how these ads would either positively or negatively influence them to use or resist use of substances.</li></ul>	
<b>EVIDENCE OF LEARNING</b>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>● Informal methods of assessment for teachers</li><li>● Growth Mindset Strategies</li><li>● Whole Group Lessons</li><li>● Small Group Lessons</li><li>● Student projects</li><li>● Group discussion</li></ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"><li>● Journal Responses:</li><li>● Observation Checklists:</li><li>● In-Class Assignments:</li><li>● Anecdotal Records:</li><li>● Class Participation:</li></ul>

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 4

<ul style="list-style-type: none"><li>• Writing Prompts</li></ul>	
<b>Benchmark Assessment:</b> <ul style="list-style-type: none"><li>• Informal methods of assessment for teachers</li><li>• Growth Mindset Strategies</li><li>• Whole Group Lessons</li><li>• Small Group Lessons</li></ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"><li>• Providing/developed as necessary for students opting out of unit.</li></ul>
<b>SAMPLE RESOURCES</b>	
<b>Websites</b>  <a href="http://www.cdc.gov">www.cdc.gov</a> <a href="http://www.nj.gov/education/standards/chp/">www.nj.gov/education/standards/chp/</a> <a href="http://www.nps.k12.nj.us">www.nps.k12.nj.us</a> <a href="https://www.nj.gov/agriculture/">https://www.nj.gov/agriculture/</a> <a href="http://www.dole5aday.com">www.dole5aday.com</a> <a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="https://www.harmonysel.org/">https://www.harmonysel.org/</a> <a href="https://ny.pbslearningmedia.org/subjects/health-and-physical-education/">https://ny.pbslearningmedia.org/subjects/health-and-physical-education/</a>	
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>	
<b>Special Education:</b> Provide modified notes and access to extra copies online Provide oral reminders and check student work during independent work time Model skills/techniques to be mastered Check and sign assignment planner Preferential seating Pair visual prompts with verbal presentations Modified or scaffolded homework and classwork Extended time as needed Provide graphic organizers and study guides  <b>English Learners:</b> Provide scaffolded assignments and assessments Pair visual prompts with visual presentations Check and sign assignment planner Native Language translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment and assessment as needed Highlight key vocabulary Use graphic organizers Provide verbal and written directions Preferential seating with a English-speaking peer  <b>At Risk of Failure:</b> Check and sign assignment planner	

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 4

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Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE 4

#### UNIT 5

#### *Relationships & Puberty*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.
- Reliable personal and professional resources are available to assist with relationship problems.
- Learning about one's own sexuality and discussing sexual issues is critical for sexual health, and is a sensitive and challenging process.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- STANDARD 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
- STANDARD 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
- STANDARD 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- STANDARD 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- STANDARD 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- STANDARD 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- STANDARD 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

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## Health Curriculum

### GRADE 4

- STANDARD 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)

#### INTERDISCIPLINARY CONNECTIONS

##### English Language Arts (Students K-12 Anchor Standards)

- NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

##### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

##### Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

##### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

#### 21st CENTURY LIFE AND CAREER STANDARDS

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### GRADE 4

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

**9.1: Personal Financial Literacy**

None Applicable

**9.2: Career Awareness, Exploration & Preparation, and Training**

None Applicable

**9.3: Career and Technical Education**

None Applicable

#### TECHNOLOGY STANDARDS

**8.1: Computer Science**

None Applicable

**8.2 Design Thinking**

None Applicable

#### ENDURING UNDERSTANDINGS

- Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.
- Reliable personal and professional resources are available to assist with relationship problems
- Learning about one’s own sexuality and discussing sexual issues is critical for sexual health, and is a sensitive and challenging process.

#### ESSENTIAL QUESTIONS

- How does your family influence the adult you will become?
- How do you develop and sustain relationships overtime?
- Why do sexual characteristics emerge at puberty?

#### STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

- Identify how your family influences the adult you will become.
- Identify how you develop and sustain relationships over time.
- Understand changes that take place within their body at the time of puberty.



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#### SUGGESTED ACTIVITIES

##### Relationships

- Discuss digital safety
- Build a relationship with a student in another region of the world to compare family structures, culture and traditions, environment and living conditions along with interests
- Demonstrate an understanding of the differences and commonalities between their cultures and other cultures.

##### Puberty

- Separate boys and girls into separate groups for this discussion
- Engage in a class discussion with the school nurse followed by watching a professional video on changes during puberty. \* *Video will be shared with parents for preview prior to being used in the classroom. Permissions slips for participation will be sent home.*
- Following the movie discuss the changes your body goes through at puberty
- Engage in a discussion with the school nurse exploring why puberty begins at different times for each person
- Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset) from a clinical perspective only.

#### EVIDENCE OF LEARNING

##### Formative Assessments:

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons
- Student projects
- Group discussion
- Writing Prompts

##### Summative Assessment:

- Journal Responses:
- Observation Checklists:
- In-Class Assignments:
- Anecdotal Records:
- Class Participation:

##### Benchmark Assessment:

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons

##### Alternative Assessments:

- Providing/developed as necessary for students opting out of unit.

#### SAMPLE RESOURCES

##### Websites

[www.cdc.gov](http://www.cdc.gov)  
[www.nj.gov/education/standards/chp/](http://www.nj.gov/education/standards/chp/)

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[www.nps.k12.nj.us](http://www.nps.k12.nj.us)

<https://www.nj.gov/agriculture/>

[www.dole5aday.com](http://www.dole5aday.com)

[www.kidshealth.org](http://www.kidshealth.org)

<https://www.harmonysel.org/>

<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

##### **Special Education:**

Provide modified notes and access to extra copies online  
Provide oral reminders and check student work during independent work time  
Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork  
Extended time as needed  
Provide graphic organizers and study guides

##### **English Learners:**

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

##### **At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

##### **Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts

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Provide alternate or project-based assessments and assignments

**Students with 504 Plans:**

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers